

Investigating the Attitude on Blended Learning Adaptability among Nursing Faculty Students

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Abstract-Recent decades have witnessed substantial transformations in education, particularly with the advent of information and communication technology. Among the notable innovations is blended learning (BL), increasingly adopted as a mainstream approach for foreign language education in higher institutions, particularly for Recognition of Prior Learning (RPL) classes catering to working students. This paper addresses the growing prominence of blended learning in nursing programs, combining traditional face-to-face instruction with online components. Despite its rise, there remains a gap in understanding how nursing faculty and students perceive and adapt to BL compared to traditional methods. This study investigates students' attitudes towards BL in Nursing Faculty, comparing RPL and regular class students. Employing quantitative research with a survey design, the study likely included closed-ended and Likert scale questions to gauge respondents' attitudes. Results from 148 participants reveal a positive response towards BL adaptability, with 80.4% expressing favorable views. Both RPL and regular class students showed similar positive categorizations, with minor differences in average scores. These findings suggest a high level of adaptability to blended learning among students, underscoring its potential for higher education. Insights gleaned from this study are poised to inform the advancement of blended instruction in academia.

Keywords: Attitude, Blended Learning Adaptability, Nursing Faculty Students

I. INTRODUCTION

Education has undergone significant changes in recent decades, especially with the development of information and communication technology. One increasingly popular innovation is blended learning, which integrates online learning with face-to-face instruction in one curriculum. Blended learning, an instructional approach that integrates traditional face-to-face teaching with online learning activities, has emerged as a pivotal pedagogical strategy in higher education. Its flexibility and potential to enhance student engagement and learning

outcomes have garnered significant attention across various disciplines. In the context of nursing education, where the demands of clinical practice and academic coursework are intertwined, exploring the adaptability and attitudes towards blended learning among nursing faculty and students is crucial for optimizing educational experiences and preparing future healthcare professionals. This transformation not only affects education in general but also extends to nursing education. Nursing students play a crucial role in delivering quality healthcare. They need to be equipped with

knowledge, skills, and attitudes relevant to the changing times. Given the dynamic nature of technological advancements and healthcare practices, the ability of nursing students to adapt quickly becomes highly important. Therefore, understanding their attitudes towards the adaptability of blended learning is key in preparing them to face future challenges.

Following the conclusion of the Covid-19 pandemic, online learning continues to prevail as a prominent trend across various educational institutions, particularly within the realm of higher education. Online learning is recognized as an alternative educational setting, particularly catering to adult learners within higher education (Lockee, 2021). Adult learners are often deemed as having distinct characteristics that make online learning particularly advantageous for them. These learners are typically more independent, self-sufficient, and self-directed compared to their younger counterparts. As such, online learning presents them with a unique opportunity to take charge of their own learning journey and tailor their educational experience to suit their individual needs and preferences (Cercone, 2008). One of the language learning centers in Pekanbaru has integrated online learning into its instructional approach. This transition began in response to the Covid-19 pandemic, initially adopting fully online classes, and subsequently transitioning to blended learning over the past two years. The methodology employed in this approach is known as blended learning, which combines both synchronous and asynchronous components. During synchronous sessions, discussions take place within the virtual or physical classroom, while outside of these sessions, students receive guidance from instructors to facilitate independent or group study, a method commonly referred to as flipped learning. This approach has received considerable attention nowadays. It provides engagement of educators and students with an interactive and dynamic learning experience based on technology (Setyanto et al., 2023). Moreover, students are divided into several guidance or discussion groups. This strategy is implemented to facilitate comprehensive discussions on each topic and encourage students to exchange their insights and understanding within their respective groups.

Furthermore, the media utilized in this guidance activity is web-based learning, where students can access a plethora of information related to guidance policies, register the names of

students and lecturers, view activity schedules, syllabi, reference materials or books for guidance, instructional videos, and TOEFL practice questions. Additionally, students are required to join a WhatsApp group to facilitate smooth communication between lecturers and students regarding the guidance process and other pertinent matters. All guidance materials are accessible on the learning website. Several studies have underscored the importance and benefits of blended learning. Students express satisfaction with online learning due to its flexibility, convenience, clear design, and user-friendliness (Krasnova & Vanushin, 2016). Research conducted by (Hassan Ja'ashan, 2015) concluded that blended learning, which integrates online and traditional face-to-face learning modalities, has been proven to be equally effective in enhancing knowledge and skills as traditional face-to-face learning methods. This approach combines the strengths of both online and in-person instruction, offering students a flexible and dynamic learning experience.

Studies have consistently shown that blending online components with traditional classroom instruction results in improved learning outcomes, as it allows for personalized learning experiences, fosters student engagement, and provides opportunities for interactive and collaborative learning. Therefore, blended learning emerges as a promising approach in modern education, catering to diverse learning styles and preferences while promoting effective knowledge acquisition and skill development. Furthermore, the integration of digital tools has enhanced collaboration in classrooms and provided new channels for communication within the framework of blended learning (Johler, 2022). In additional studies, it has been discovered that the integration of updated instructional concepts with contemporary technology contributes to advancements in medical students' performance, satisfaction, and engagement. This amalgamation of innovative teaching methods and cutting-edge technology facilitates more effective learning experiences for medical students. By incorporating modern instructional strategies and leveraging technological tools such as virtual simulations, augmented reality, and interactive online platforms, educators can create immersive and interactive learning environments that enhance students' understanding, retention, and application of medical concepts. Furthermore,

this approach promotes active student participation, fosters a deeper level of engagement, and increases overall satisfaction with the learning process. As a result, the synergy between updated instructional concepts and contemporary technology is instrumental in driving progress and innovation in medical education, ultimately benefiting both students and educators alike (Vavasseur et al., 2020).

However, other studies have focused on students' attitudes across various fields. These studies have highlighted that students generally exhibit a positive attitude towards blended learning. This positive outlook is attributed to the learning environment created by blended learning, which encourages students to develop a heightened sense of responsibility towards their own learning journey. Through the combination of online and traditional face-to-face instruction, blended learning empowers students to take ownership of their learning process. By offering flexibility in learning pace and access to resources, blended learning cultivates a sense of autonomy and self-directed learning among students. Consequently, students perceive blended learning as a favorable approach that enables them to actively engage with course materials, collaborate with peers, and take initiative in their academic pursuits. Thus, the positive attitude towards blended learning reflects its effectiveness in promoting student empowerment and fostering a conducive learning atmosphere across diverse academic disciplines (Radi, 2019). The results indicate that the students were well-prepared for the integration of blended learning. The readiness of the students serves as a crucial basis for the effective execution of blended learning, requiring support from both instructors and the educational institution (Tang, 2013); (Yulia, 2017). A study examining the evaluation phase of a blended English for General Academic Purposes (EGAP) program revealed the students' contentment with the course (Alizadeh et al., 2019). Furthermore, a study carried out by (Yılmaz & Malone, 2020) among students enrolled in a science education course regarding the implementation of blended learning yielded favorable results. When it comes to technology, participants' inclinations towards visual imagery were positively associated with blended learning compared to a paperless classroom setup (Akbarov et al., 2018). The students' willingness and ability to embrace emerging technologies are crucial factors for the successful implementation of blended learning.

Research by (Suryanti et al., 2023) indicates that language learning can enhance the abilities of 2-year-old children in expressing and acquiring words according to their intentions. Findings from the study by (Karuru et al., 2023) reveal a positive relationship between the implementation of question-and-answer methods and significant progress in students' critical thinking abilities. Additionally, research by (Merizawati & Munawir, n.d.) found that the use of storytelling methods can improve students' speaking abilities in learning English. However, research by (Irsyadi, 2023) highlights the ineffectiveness of online learning due to internet access constraints, difficulties in understanding English language materials, lack of detail in material presentation, and lack of motivation. Overall, these studies indicate that alternative strategies in learning play a crucial role in enhancing students' abilities.

Research conducted by (Muta'allim et al., 2020); (Muta'allim et al., 2021); (Yudistira et al., 2022); (Muta'allim et al., 2022); (Sofyan, Firmansyah, et al., 2022); (Akhmad Sofyan et al., 2022); (Sofyan, Badrudin, et al., 2022), as well as (Haryono, et al., 2023) affirm that language plays a crucial role, function, and usage in providing understanding, knowledge, learning, and enriching diversity in everyday life of society. These findings also highlight how language enhances students' understanding in various contexts. Additionally, language serves as a means to comprehend neutral language, political language, cross-cultural communication, and language symbols used in conversations or movements of specific communities, as articulated by (Hairus Salikin et al., 2021); (Muta'allim et al., 2021); (Mahardhani et al., 2023) & (Yudistira, R., 2023). Moreover, there are also relevant studies on this topic, such as research conducted (Irsyadi et al., 2022); (Julhadi et al., 2023); & (Dumiyati et al., 2023), which highlight language development, curriculum, Islamic aspects, tolerance, and religious moderation. These studies make significant contributions to society by enhancing understanding of language, tolerance, curriculum, and learning.

Based on previous research, the focus of investigation into blended learning primarily occurs within the context of higher education opportunities. Nevertheless, there is a scarcity of research conducted to scrutinize students' perspectives regarding two educational programs, namely Recognition of Prior Learning

(RPL) and conventional classes, within the context of TOEFL. Both classes possess different characteristics; regular students are recent graduates, whereas RPL classes consist of college students working in hospitals and other public health centers. The objective of this study is to examine students' perceptions regarding four dimensions of education: online instruction, virtual interaction, academic organization, and educational adaptability. Consequently, the study endeavors to discern students' viewpoints concerning the incorporation of TOEFL courses utilizing blended learning techniques, probe into the inclinations of students' attitudes towards each facet of blended learning, and scrutinize potential variations in attitudes among students enrolled in Recognition of Prior Learning (RPL) and Regular classes. The attitudes towards two distinct types of courses, namely RPL and Regular, within the Nursing Faculty, have yet to be comprehensively examined. Given the significance of learners' flexibility in adapting to blended learning, it is imperative to delve into attitudes regarding the implementation of blended learning across four different dimensions. By doing so, valuable insights can be gained to inform future teaching methodologies and approaches.

To understand the objectives of this research, we need to delve deeper into the blended learning model. Currently, blended learning has become a trend (Ossiannilsson, 2018) and a valuable learning setting (Lapitan et al., 2021) in higher education institutions. Blended learning, also referred to as hybrid learning, has been introduced in both public and private universities across Indonesia. As the new normal era unfolds, several leading universities have emerged as pioneers in implementing blended learning. Examples include UI, UNPAD, UGM, UNP, and UNRI, which are situated in major cities and the capital. Blended learning integrates two educational modalities - face-to-face (F2F) and online systems - to provide a versatile learning environment. This approach aims to enhance flexibility, efficacy, and learning efficiency, as highlighted by research studies conducted by Ossiannilsson (2018), Krasnova & Vanushin (2016), and Stein & Graham (2014). This indicates that currently, the combination of face-to-face and online experiences is considered an approach to conducting the education process in higher education during the new normal era. Furthermore, preference for blended learning systems is increasing significantly.

Consequently, the growing integration of blended learning in higher education in recent years calls for improvements across various aspects of the blended learning framework. These enhancements encompass the pedagogical approach, assessment methodologies (Alizadeh et al., 2019), diverse academic techniques (Sandanayake, 2019), and well-coordinated synchronous and asynchronous processes (Heilporn et al., 2021), aiming to optimize the learning cycle for increased efficacy and success. Hence, in response to the evolving educational landscape, educators must undertake several preparations. These preparations entail designing instructional materials, delivering learning guidance and exercises, providing constructive feedback, facilitating both individual and group tasks, fostering a sense of learning community among students, and overseeing discussions, among other responsibilities.

Consequently, the growing integration of blended learning in higher education in recent years calls for improvements across various aspects of the blended learning framework. These enhancements encompass the pedagogical approach, assessment methodologies (Alizadeh et al., 2019), diverse academic techniques (Sandanayake, 2019), and well-coordinated synchronous and asynchronous processes (Heilporn et al., 2021), aiming to optimize the learning cycle for increased efficacy and success. Hence, in response to the evolving educational landscape, educators must undertake several preparations. These preparations entail designing instructional materials, delivering learning guidance and exercises, providing constructive feedback, facilitating both individual and group tasks, fostering a sense of learning community among students, and overseeing discussions, among other responsibilities. In this scenario, the technological readiness of students significantly influences the teaching process, with a greater impact on the teaching presence in a blended learning environment (Geng & Law, 2019). When students perceive the advantages of the hybrid system, they experience considerable satisfaction in their learning journey (Dziuban et al., 2018). The transition from traditional to blended instruction involves not only a shift in perspective between teachers and students but also encompasses the entire institutional framework of the educational institution. The objective of higher education institutions to achieve transformative learning processes must be accompanied by innovations in various facets

of learning (Galvis, 2018). This suggests that in order to transition from fully face-to-face to a blended learning environment, institutional strategies are necessary.

Certainly, blended learning offers distinct advantages to students, instructors, and administrators. One notable benefit is convenience, which simplifies the learning process for both students and teachers by diminishing the workload or time needed to accomplish tasks. This notion of convenience has been highlighted by researchers such as Stein and Graham (2014) and Krasnova and Vanushin (2016). Another advantage is flexibility, allowing for adaptable learning experiences tailored to individual needs and preferences. Through e-learning platforms, educators have the flexibility to engage in learning activities from any location and at any given time. However, it is imperative for students to have access to a reliable internet connection. Consequently, students can seamlessly integrate their studies into their existing commitments, such as work, familial obligations, or social engagements. This perspective is supported by the research of Krasnova & Vanushin (2016) and Stein, J, and Graham (2014). Furthermore, hybrid learning approaches may necessitate a significant time commitment from students to complete their assignments, as highlighted by Al-Mawee et al. (2021). Moreover, blended learning methodologies foster independent learning, enhance students' learning practices, and mitigate barriers to interaction between students and educators, as demonstrated in the research conducted by C. Müller et al. (2023).

The third advantage of blended learning lies in its capacity to save time, money, and energy, particularly beneficial for students residing far from campus (A. M. Müller et al., 2023). The geographical distance can pose a significant obstacle for students, exacerbated by factors such as inclement weather and transportation issues, further underscoring the value of blended learning as a viable solution (Lapitan et al., 2021). With the flexibility afforded by blended learning, students have the option to engage in learning activities from the comfort of their homes or other convenient locations, thereby mitigating concerns related to health issues. In essence, the blended learning environment creates an advantageous setting that caters to the needs of both learners and educators.

In addition to its benefits, the implementation of blended learning (BL) also

presents certain drawbacks. According to Stein and Graham (2014), the reliance on digital devices such as smartphones and laptops is essential to ensure accessibility within the learning system. Moreover, Yılmaz and Malone (2020) highlight financial constraints and time-consuming aspects as additional challenges encountered within a blended learning environment. In practice, access to the learning platform necessitates specific equipment, which often comes with a hefty price tag. Hybrid learning can be implemented once students have acquired these necessary resources. Considering the balance between advantages and obstacles, there is a growing anticipation that e-learning will play a significant role in future education, given its efficacy and feasibility in achieving educational objectives. While blended learning is favored, it requires continuous support from technological innovation and pedagogical transformation. Additionally, certain forms of blended learning are deemed to be equally effective as traditional face-to-face instruction, as noted by A. M. Müller et al. (2023).

II. METHODS

The research employed quantitative methodology utilizing a survey design to examine hypotheses or outline trends concerning students' perceptions of blended learning environments (Gay et al., 2012). Surveys were administered to Nursery Faculty students via Google Form. Given the utilization of convenience sampling, 148 students took part in the study. Quantitative research enables the systematic collection of numerical data through structured surveys or questionnaires. This structured approach allows researchers to gather standardized information from a large sample of participants, providing a comprehensive understanding of the attitudes and perceptions of nursing faculty and students towards blended learning adaptability.

The collected data sought to determine students' perspectives on four key aspects of blended learning: online education, virtual interaction, academic organization, and learning adaptability, as delineated by (Tang, 2013). The questionnaire comprised 12 inquiries focusing on different facets of learning, including three inquiries on online education, two on virtual interaction, four on academic organization, and three on learning adaptability. Responses were recorded using a Likert scale, ranging from 1) strongly disagree to 5) strongly agree. Data

analysis was executed in percentages to evaluate students' viewpoints regarding these diverse learning dimensions. The tabulated scores of the students' responses are presented in Table 1 below.

Table 1. The tabulated scores of the students' responses

Point	Category
5	Very Positive
4	Positive
3	Neutral
2	Negative
1	Very Negative

For data collection, the Google Form platform was employed to disseminate the questionnaire. Subsequently, the questionnaire link was distributed via a WhatsApp group. The researcher provided guidelines to the students on how to complete the questionnaire, instructing them to select their responses by ticking the appropriate checkboxes. The checkboxes offered five response options: 'strongly agree' with 5 points, 'agree' with 4 points, 'neutral' with 3 points, 'disagree' with 2 points, and 'strongly disagree' with 1 point. It was mandatory for the students to respond to each question before proceeding to the next, ensuring comprehensive feedback for every item on the questionnaire. After collecting the data, the writer would analyze by using descriptive statistics.

III. RESULT AND DISCUSSION

Initially, a survey was conducted to assess students' perceptions of blended learning in a TOEFL class. The survey aimed to gauge their preparedness for this instructional approach. A total of 148 students, comprising both RPL and regular class attendees, participated in the survey. Upon analyzing the aggregate scores, as depicted in the table below, it becomes apparent that students, overall, display a favorable disposition towards blended learning.

Table 2. The students' attitude toward blended learning

Number of Students	Percentage (%)	Category
10	6.76	Very Positive
109	73.64	Positive
29	19.6	Neutral
0	0	Negative
0	0	Very Negative

Based on the survey regarding the four learning dimensions within blended learning, the majority of students exhibited a positive attitude, constituting 73.64% of respondents. This corresponds to 109 out of 148 students. Furthermore, 6.76% of students expressed a very positive perception towards the implementation of blended learning. Although 19.6% of students appeared neutral, none of them displayed a negative attitude towards blended learning. These findings suggest that blended learning is perceived as advantageous by the students. Additionally, to discern the students' inclination towards each learning dimension of blended learning, Table 3 illustrates the four aspects: online learning, study management, flexibility, and online interaction.

Table 3. The students' attitude toward online learning

Statement	Total Score	Average Score	Average Score of the Category	Category
I am comfortable in using Web technologies to exchange knowledge with others.	599	4.04	4.07	Positive
I believe the Web is a useful platform for learning.	610	4.12		
I appreciate easy online access to my lecturer.	601	4.06		

Regarding online learning, several findings have emerged. Initially, there is a favorable reception from students toward this dimension. Additionally, every facet of online learning receives positive feedback. According to data presented in Table 3, it is evident that students derive enjoyment from utilizing the e-learning platform for their studies. Moreover, they acknowledge the usefulness and accessibility of the web interface provided by UPT. These observations underscore the students' adaptability to blended learning.

Table 4. The students' attitude toward learning management

Statement	Total Score	Average Score	Average Score of the Category	Category
I organize my time better when studying online.	538	3.63	3,5	Positive
I can study over and over again online.	544	3.67		
Online learning motivates me to prepare well for my studies	476	3.21		
Online learning encourages me to make plans.	521	3.52		

Table 4 illustrates that students' perspective regarding study management is classified as positive. While there is uncertainty regarding whether online learning stimulates them to prepare thoroughly for their studies, three other aspects receive positive evaluations. This suggests that students maintain confidence in their ability to manage their time effectively while studying online. They also demonstrate the capacity for repetitive study sessions. Furthermore, online learning serves as a motivational factor for them to strategize their study plans. Despite the identified shortcomings in the implementation of blended learning, its strengths overshadow these limitations.

Table 5. The students' attitude toward flexibility

Statement	Total Score	Average Score	Average Score of the Category	Category
I would like to decide where I want to study.	563	3.8	3.85	Positive
I like to study at my own pace.	585	3.95		
I would like to decide when I want to study.	564	3.81		

The findings from the flexibility-related questionnaire indicate a favorable perception among students. Table 5 illustrates that students have the freedom to determine the time and location of their study sessions. Moreover, they have the autonomy to regulate their learning pace. This positive outlook from students underscores the supportive role of blended learning.

Table 6. The students' attitude toward online interaction

Statement	Total Score	Average Score	Average Score of the Category	Category
I find Web technologies easy to use.	566	3.82	3.86	Positive
I find it easy to communicate with others online.	580	3.91		

Table 6 points out that the students' attitude toward online interaction is positive. The simplicity of digital technology makes them easy to interact with their teacher and friends.

Table 7. The overall of students' attitude toward BL

Statement	VP (%)	P (%)	N (%)	N (%)	VN (%)
I am comfortable in using Web technologies to exchange knowledge with others.	25.68	54.05	19.59	0.68	0
I believe the Web is a useful platform for learning.	27.03	59.46	12.16	1.35	0
I appreciate easy online access to my lecturer.	22.97	60.81	15.54	0.68	0
I organize my time better when studying online.	11.49	46.62	35.81	6.08	0
I can study over and over again online.	12.16	47.30	36.49	4.05	0
Online learning motivates me to prepare well for my studies	9.46	39.19	45.95	5.41	0
Online learning encourages me to make plans.	7.43	42.57	44.59	5.41	0
I would like to decide where I want to study.	17.57	46.62	34.46	1.35	0
I like to study at my own pace.	22.30	52.03	24.32	1.35	0
I would like to decide when I want to study.	17.57	47.97	32.43	2.03	0
I find Web technologies easy to use.	16.22	53.38	27.03	3.38	0
I find it easy to communicate with others online.	23.65	47.3	26.35	2.7	0

Table 7 presents the students' responses to each item on the questionnaire. Regarding online learning, a majority of students (79.73%) express satisfaction with utilizing e-learning platforms, with only a negligible percentage (0.68%) indicating dissatisfaction. In the second statement, 86.49% of respondents acknowledge the benefits of web-based platforms, while 83.78% appreciate the convenience of online access. Concerning time management, 58.11% of students report being able to effectively manage their time for online learning, although 6.08% find it challenging to organize their schedules. The necessity of reviewing lessons is acknowledged by 59.46% of students, while 4.05% are uncertain about it. Motivation emerges as a crucial aspect of online learning, with less than half of the students indicating that it serves as a motivating factor for effective studying. Nevertheless, fifty percent of students believe that online learning inspires them to develop study plans.

Meanwhile, the concept of adaptability illustrates that students can adjust according to their preferences regarding location (64.19%), pace (74.33%), and time (65.54%). A minority of students hold negative perceptions towards these aspects, with only 1.35% expressing discontent with both location and pace, and 2.03% with time. This data underscores the advantageous nature of flexibility within blended learning for students. Additionally, survey data highlights the significance of online interaction, with 69.6% of students seamlessly connecting with others due to its accessibility. Consequently, students can easily communicate with both their teachers and peers. In essence, the research findings on students' attitudes towards learning components suggest an overall positive reception towards online learning, learning management, adaptability, and online interactions. Lastly, the examination of attitudes between RPL and Regular classes reveals differences, as elucidated in the subsequent data presentation.

Table 8. Students' attitude of RPL and regular class

Class	Number of Student	Average Score	Category
RPL Class	22	3.93	Positive
Regular Class	126	3.8	Positive

Table 8 illustrates that students exhibit a positive perception of blended learning in both the RPL and regular class settings. The average scores show a marginal difference of 0.13 points between the two. These findings suggest that the implementation of blended learning is well-received and flexible within the TOEFL class context.

The Disposition of Blended Learning Flexibility

Findings from the study examining students' perceptions of the holistic educational landscape indicate a favorable stance towards digital instruction, educational administration, instructional adaptability, and virtual engagements, averaging at 80.4%. Such sentiments notably impact their capacity to embrace blended learning. This significant revelation corroborates earlier findings (Tang, 2013; Yulia, 2017), suggesting that students harboring favorable attitudes towards educational facets demonstrate enhanced adeptness in assimilating blended learning methodologies.

The Facet of Online Learning

Secondly, according to the data analysis that previously mentioned, the students generally exhibit a positive inclination towards each learning aspect of blended learning. The top-ranking aspect in the evaluation is online learning, scoring 4.07, with the highest-rated component being students' perception of the effectiveness of web platforms in their learning endeavors. This aligns with the findings of Heilporn et al. (2021), who noted that the proliferation of digital devices has spurred undergraduate students to actively participate in shaping their behavior, emotions, and learning processes. Moreover, students' self-efficacy in achieving learning outcomes is influenced by the adaptability and versatility of digital technologies, thereby fostering greater self-regulation among students (Topping et al., 2022). Additionally, teachers play a crucial role in ensuring the successful implementation of

innovative classroom practices (Evenhouse et al., 2023), thereby further enriching the learning experience.

The Aspect of Online Interaction

The latest metric for online involvement registers at 3.86. A remarkable aspect involves the ability of students to actively participate with fellow classmates during synchronous sessions. Particularly noteworthy is the students' upkeep of communication through a WhatsApp group, which enables interaction with both peers and instructors. The findings corroborate earlier studies conducted by (C. Müller et al., 2023), accentuating the crucial importance of engagement and the teacher's interpersonal engagement within successful blended learning models. Furthermore, insights from (Geng & Law, 2019) underscore the facilitative function of blended learning settings in promoting interactions between students and teachers as well as among peers. These conclusions underscore the importance of a meticulously designed blended learning ecosystem in cultivating interpersonal bonds and encouraging cooperative efforts among students.

The Aspect of Learning Flexibility

The students' perspective on adaptability factors scored 3.85. They express confidence in their ability to exercise control over the timing, location, and method of learning. This sentiment aligns with the assertions of (Krasnova & Vanushin, 2016), who argue that Blended Learning not only economizes time but also affords convenience and adaptability in the learning process. Furthermore, (Ossiannilsson, 2018) emphasizes learner autonomy as a crucial aspect alongside flexibility. Task autonomy, as highlighted by (Huang et al., 2022), contributes to cognitive engagement in online education.

The Aspect of Learning Management

Furthermore, the aspect of educational management registers a modest score of 3.5, maintaining a positive standing albeit at the lower end of the spectrum. The foremost highlight pertains to the students' capacity for iterative engagement with instructional materials. Among these facets, particular emphasis needs to be directed towards motivation, given the neutral stance adopted by students. Hence, the configuration of blended learning (BL) necessitates a deliberate consideration of the instructor's role in fostering student engagement

throughout the learning journey. Research by Goh and Yang (2021) underscores the significance of educators as extrinsic motivators, advocating for effective communication coupled with a series of activities within the blended learning framework to meet course objectives. Additionally, Fullan and Langworthy cited in Han and Ellis (2021) assert the pivotal role of nurturing students' confidence and drive. However, it's imperative not only to address students' intrinsic motivation but also to acknowledge the extrinsic motivation provided by teachers within this educational milieu (Bralić & Divjak, 2018).

RPL Versus Regular Class

In conclusion, upon comparing the data from RPL and traditional classes, it was determined that there existed no discernible contrast in the students' receptiveness to blended learning adaptability. Despite their diverse backgrounds, both cohorts exhibited favorable attitudes across the four dimensions of learning. This study is specifically geared towards exploring the perspectives of nursing students regarding the adaptability of blended learning. In an age where technological progress permeates various domains, including education, novel methodologies like blended learning, amalgamating online instruction with in-person interaction, have garnered increasing significance in nursing pedagogy. The primary objective of this investigation is to ascertain the students' reactions to and endorsement of this blended learning modality. With a deep understanding of students' perspectives, educational institutions can design curricula that are more suitable and responsive to their needs. Furthermore, this research is not only about analyzing students' attitudes but also has the potential to make a real contribution to the development of nursing education. From the findings of this research, more effective and technologically integrated learning strategies can be developed, equipping students with relevant skills to face challenges in future nursing practice. Therefore, the conclusion of this research is that understanding students' views on blended learning is not only for the purpose of understanding alone but also to enhance their learning experiences, prepare them for the future, and advance the field of nursing education as a whole.

IV. CONCLUSION

In this research, the investigator delves into the perspectives of learners regarding the implementation of blended learning (BL) in TOEFL classrooms. The results reveal a favorable disposition among students towards online learning. Moreover, their inclination towards various aspects of learning is generally positive. This is evident from the data, with online learning garnering the highest average score, followed by online interaction, flexibility, and learning management. Notably, the highest average score in the questionnaire pertains to the usefulness of web platforms for learning, indicating students' agreement with its efficacy. Conversely, the lowest score relates to students' neutrality towards whether online learning can instigate proactive study habits. Furthermore, the findings indicate no significant variance in attitude between students enrolled in recognition of prior learning (RPL) classes and those in regular classes. Both groups exhibit a positive stance towards adapting to online learning, although RPL students display a slightly higher average score of 0.13 points.

In the realm of higher education, blended learning emerges as a progressive evolution. Unlike traditional face-to-face settings, blended learning offers increased flexibility in time, location, and individual pacing, fostering a more dynamic learning experience for students. The outcomes of this study propose that educators play a pivotal role in guiding and inspiring students throughout their learning journey. Such endeavors are crucial in cultivating student accountability within this flexible learning framework. Consequently, extensive research is essential to seamlessly integrate these pioneering learning environments into higher education and optimize their efficacy in practice. An interview-based investigation could be employed to evaluate the specific learning facets of blended learning that require enhancement to attain the learning objectives. Furthermore, the perspectives of teachers and administrators are also taken into account in this study, offering insights for future research endeavors.

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